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## Youth for Love Peer to Peer Toolkit

A toolkit for students, school staff and educators to support students in developing and implementing a peer education programme aimed at recognizing, preventing and combating Gender-Based Violence

act:onaid





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## ■ EXECUTIVE SUMMARY

Youth for Love is a two-year project implemented in four European countries: Italy, Belgium, Greece, and Romania. The project aims to **develop and test an integrated educational program targeting high-school students (14-17 years old) and school professionals, designed to raise awareness on gender-based violence prevention and management.** This education program should, on one hand, empower students with the knowledge, skills, and resources to prevent and cope with GBV and, on the other hand, ensure that teachers and school staff are capable of offering a proper prevention and protection response, and referral in case of GBV. In this view, schools are key players and allies in the attempt to make gender inequality and GBV unacceptable among adolescents. This toolkit is one of the main instruments created to help boost the dissemination of the project and improve its sustainability. **It provides practical guidance to school professionals and educators on how to develop and implement a peer education programme, in addition to providing students with the necessary tools to proactively develop the activities they will implement as peer educators.**

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# INTRODUCTION

## Overview of the Youth for Love Project

Youth for Love is implemented within the legal and conceptual framework provided by the **Council of Europe Convention on preventing and combating violence against women and domestic violence (2011), known as the Istanbul Convention**. This is because the latter is the most far-reaching, legally binding instrument we have in Europe to prevent and combat multiple forms of violence against girls and women, and it has been ratified in all partner Countries. It is also because it acknowledges all these types of violence as violations of human rights, as forms of discrimination against girls and women; and as causes and consequences of inequality between women and men. And it requires State parties to proactively adopt the necessary legislation and a set of comprehensive and multidisciplinary measures to prevent violence, protect its survivors and prosecute its perpetrators, also targeting schools. In fact, the Istanbul Convention acknowledges the crucial role of schools in enhancing the promotion of equality between women and men; non-stereotyped gender roles; mutual respect; non-violent conflict resolution in interpersonal relationships; gender-based violence against women and the right to personal integrity, by offering teaching material adapted to meet the evolving capacity of learners, in formal curricula and at all levels of education (Art. 14).

Indeed, education plays a key role in challenging the negative social norms that drive gender-based violence. Teenagers have lower self-protective mechanisms and are particularly vulnerable to becoming perpetrators and/or victims of violent behaviours. Despite the fact that legislative initiatives have been taken in all EU Member States to combat violence and abuse, the adolescent years remain largely uncovered due to the lack of policies targeting this

age group and the fact that many of the actions implemented fail to integrate a gender perspective and do not consider the cultural contexts of reference.

**In this scenario, the objective of Youth for Love** is to develop, implement, and evaluate an integrated **high-school educational program in 4 European countries** (Romania, Italy, Belgium, and Greece) to contribute to the **prevention and combating of gender based violence among teenagers by providing support to and raising the awareness of both high-school students and education professionals** with regard to the existent, unacceptable consequences in SRGBV, and management procedures to be applied in gender-based violence cases.

**The project partnership is composed of the following European organizations:** ActionAid Italia (Italy), ActionAid Hellas (Greece), UC Limburg (Belgium), AFOL-*Agenzia Metropolitana per la Formazione, l'Orientamento e il Lavoro* (Italy), and CPE – *Fundatia Centrala Parteneriat Pentru Egalitate* (Romania).

### On a European level the project involves:

- **12 European higher education institutions** engaged in the development of educational tools and methodologies for the prevention and management of cases of gender violence;
- **1,200 students** participating in an educational and practical program to increase their awareness with respect to gender stereotypes and the different forms of GBV;
- **180 educators** and school staff trained and supported on issues related to gender violence and how to prevent it;

- **2 million young Europeans** reached by a massive communication campaign on gender stereotypes and GBV through a website and a webpage.

The main activities of the project are:

- The development of a **strong networking strategy at local, national, and European level** in order to involve stakeholders (schools, institutions, other organizations) who share similar approaches, to spread our impact, disseminate communication messages, and develop final recommendations.
- The construction and implementation of **tools validated by university researchers** (i.e. focus group and questionnaires) **to carry out school diagnoses** and assess what is needed to develop an educational programme and to measure the impact at the end of the intervention.
- The development of a **teen support programme and a related toolkit to be used in formal and informal educational contexts**: the programme is tested with students who are directly involved in activities focusing on the deconstruction of gender stereotypes and preventing gender-based violence. The programme promotes peer-to-peer activities in order to stimulate the actions of the school and the community, encouraging them to campaign on the issues raised.
- The development of a **training programme for school professionals** and a related toolkit: the training is implemented with the school professionals of all the schools involved to increase their awareness on gen-

der stereotypes and gender-based violence, provide them with practical tools to work on specific procedures for tackling GBV at school involving the whole educational community.

- The development of a **webgame**, available on the project website for free. Thanks to “Youth For Love - the Game”, young Europeans have the opportunity to step into the shoes of their peers and determine through their choices the stories of 8 different characters based on the themes of GBV, bullying and violence in general. Players become more aware of the importance of making the right decision at the right time and understand what to do to prevent bullying and promote the respect of human rights.

All the materials produced within the project are available for download in the section “Learn more” of the project website: [www.youthforlove.eu](http://www.youthforlove.eu).

The project is co-funded with the financial support of the Rights, Equality and Citizenship (REC) Programme of the European Union.

Duration: January 2019 – March 2021

## How does the toolkit fit into an integrated programme on SRGBV?

As already explained previously, **Youth For Love's partners developed this training toolkit as part of a wider European educational programme designed to raise awareness, prevent and manage school related gender-based violence.** The toolkit dialogues and integrates with other guidelines or educational toolkits that are essential to cover and achieve specific activities: school diagnosis and need assessment, monitoring and evaluation, teen support program.

**We therefore invite school staff, stakeholders and other interested parties to consult and use the following instruments before starting a complete intervention in a school or another educational context.**

*These resources are available on the project website [www.youthforlove.eu](http://www.youthforlove.eu) in English, Flemish, Greek, Italian and Romanian or by sending a request to one of the partners.*

### School diagnosis Guidelines

The school diagnosis guidelines contain all the elements to support School staff or educators in **collecting, organizing and analysing important data and information before starting an educational programme on SRGBV and to adapt the intervention to the needs of the specific school context.** Focus groups have been developed to get more info about students' and school staffs' perceptions of femininity/ masculinity, gender roles, sexuality, gender violence, cyber-bullying and harassment; formal and informal procedures already implemented in school in cases of gender-based violence and levels of awareness regarding the topic, including a map of previous initiatives implemented in the school environment. In Module 1, when you read about school data and info, partners refer to this kind of data and those obtained from the pre-questionnaires of the evaluation guidelines.

*The guidelines are available in English, Flemish, Italian, Greek, and Romanian on the website.*

### Evaluation Guidelines

The training, activities and programme should always **incorporate an evaluation process in order to analyse and to learn which elements have successfully achieved their objectives and those that have failed their purpose, in order to reflect, analyse and improve effectiveness and efficiency.** In this toolkit, in Module 3, the partners provide a suggestion for a specific participatory session in which to discuss some elements directly with the trainees, regarding the following elements: the achievement of the training objectives, the quality of the training, the quality of the methodologies, the needs for further investigations or improvement.

Beside this activity, partners developed two other instruments as part of the project's monitoring and evaluation guidelines:

1. One **pre and post questionnaire** for teachers and one for students to measure changes in the knowledge, attitudes, practices and behaviours related to gender-based violence and other forms of violence. The questionnaire mainly uses closed-ended questions including Likert-type scales and Multiple choice questions.
2. One **activity report** for facilitators to monitor and evaluate the progress achieved by the school staff group towards the knowledge of the topic, the group's dynamics, the participants' attitudes towards the training, soft skills improvement.
3. One **pre and post questionnaire** for students to evaluate the acquired soft skills

*Both instruments are fully available in English, Flemish, Italian, Greek, and Romanian by sending a request to a Youth For Love partner.*

### Teacher training toolkit

The teacher training toolkit is the tool developed in Youth For Love to **provide support to school professionals for**

### the prevention and combating of gender-based violence among teenagers.

The training programme for school professionals intends to provide participants, through four different modules, with an understanding of the key concepts employed by the project when referring to GBV and related phenomena in schools; the knowledge of the root causes of GBV, which lie in wide structural issues, social norms, deep-rooted beliefs and behaviours, and daily practices that shape gender identities, personal experiences, and inequalities; the skills to properly assess and address GBV cases involving adolescents; the know-how to set up and manage efficient prevention and intervention systems in schools.

*The toolkit is available in English, Flemish, Italian, Greek, and Romanian on the website. A free printed copy is also available upon request to partners.*

### Teen support programme toolkit

The teen support programme toolkit is the tool developed in Youth for Love to **provide support to students in the prevention and combating of gender-based violence among teenagers**. It has three sections, organised in a framework of ten modules, each with specific contents, methodologies, and learning objectives. The first section focuses on raising students' awareness with regard to gender stereotypes and the way these can affect students, and then on dismantling them. The second section provides instruments for understanding, recognizing and managing different forms of vio-

lence, including gender-based violence and cyberbullying. The third section focuses on supporting students to identify safe and unsafe spaces in schools and their close environment, and learn how they can access the resources that exist in their schools, as well as in their local communities. The toolkit provides suggestions on instruments adapted to meet the needs of young people, as well as references to methodologies and contents.

*The toolkit is available in English, Flemish, Italian, Greek, and Romanian on the website. A free printed copy is also available on request from partners.*

### Communication

A **web serious game** is the main tool developed in Youth For Love to reach European youth through a communication campaign. Thanks to **"Youth For Love – the Game"**, young Europeans have the opportunity to step into the shoes of their peers and determine through their choices the stories of 8 different characters related to GBV, bullying and violence in general. Players become more aware of the importance of making the right decision at the right moment and understand what to do to prevent bullying and gender-based violence.

*The web game is available in English, Flemish, Italian, Greek, and Romanian from the project website. We suggest you play by mobile.*



# CHAPTER 1 Peer education and SRGBV

## Peer influence on behaviour and SRGBV

**Gender norms and expectations start to influence our lives at an early age and are key elements in the development of teenagers.** During adolescence, teens start to explore their sexuality and sexual orientation and engage in the first romantic and intimate relationships. Gender is one of the core elements of interaction and expression during the teenage years but in this period, episodes of peer violence and bullying also assume more gender and sex-based forms. The comprehensive diagnosis implemented in the framework of the Youth for Love project shows **that young people experience violence on a daily basis, both at school (in the hallway and/or schoolyard (72%), on the way to and from school (55%), or in the classroom (52.5%)) as well as in the places where they meet, as perpetrators, survivors or bystanders. Schools can then be a cause of severe distress to students, who are psychologically, physically, cyber-shamed, harassed, bullied, assaulted, or abused.** As stated by Unesco and UN Women, “school-related gender-based violence (SRGBV) affects millions of children, families and communities. This violence also can have a serious impact on educational outcomes, with many students avoiding school, achieving below their potential, or dropping out completely”.

**Schools have legal and ethical responsibilities to prevent SRGBV and, whether it occurs within and/or outside their premises, they must always be properly equipped to manage it.** In fact, schools should be spaces where adolescent

girls and boys feel safe because gender equality is fully promoted through prevention programmes and easy-accessible, child-sensitive, confidential procedures for reporting, responding to, and referring GBV cases. Schools are indeed key players in the attempt to make gender inequality and GBV unacceptable among adolescents and are even more effective when they act in strategic partnerships with key local stakeholders.

**Among the initiatives to prevent and counter SRGBV, peer education programmes have proved to be a successful methodology,** based on several assumptions:

- peers are **a more accepted source of information within the peer culture.** Indeed, peers are likely to be more persuasive and quickly establish more credibility with their peer groups than can be achieved with adult educators.
- peers are **positive role models** for preventing SRGBV and can create a culture that counters attitudes and behaviours which accept gender stereotypes and GBV
- peer educators may function as **positive leaders beyond the p2p intervention** and contribute to GBV prevention in the broader school environment and community
- peers start to engage in **more respectful and inclusive forms of interaction** countering sexist, homophobic and heteronormative culture

<https://drive.google.com/file/d/1zIHBT-fRaYxDarZtENQlyONVfLPnEyd7/view>

SOURCE: A Gender-Sensitive Peer Education Program for Sexual Assault Prevention in the Schools  
Poco D. Kernsmith and Debra M. Hernandez-Jozefowicz

## What is Peer2Peer learning?

In modern times, the term “peer” has come to mean fellow, equal, like, co-equal or match according to the dictionary of synonyms (Oxford Thesaurus). Recently the term is used in reference to education and training. Peer education is now viewed as an effective behavioural change strategy, and it draws on several well-known behavioural theories – the Social Learning Theory, the Theory of Reasoned Action and the Diffusion of Innovation Theory.

Peer education is a methodology whereby some members of a group are trained to act as educators and tutors for their peer group. This fosters better relationships within the group and promotes the establishment of a mutual learning and education relationship. **Peer education is a set of methods that aim to achieve prevention and training and are based on equal group participation, promoting citizenship education through a free and constructive dialogue between peers.**

Peer education approaches offer many benefits to programmes, target audiences, and communities, and empirical evidence has shown that well-designed and well-implemented programmes can be successful in improving the knowledge, attitudes, and skills of young people. How-

ever, the quality of peer education varies tremendously and, when developing and implementing a peer-to-peer programme, teachers and educators should consider some common standards.

In this toolkit, **partners share the vision of “Empowered peer education”, which means to always take into account, at every stage of the process, the target population (youth) as collaborators and stakeholders from the beginning of the activity design.**

The real promotion of new skills will be possible not only through top-down training, but especially by involving students throughout the process. **The toolkit offers a training method oriented towards cooperation and teamwork, but the content of the work should be produced by the students themselves.** Some suggestions for effectively promoting the role of peer educators include:

- Promoting the active participation of students in solving the issues that concern them most closely
- Recognising and promoting student rights and duties
- Creating the conditions to help students to take an active part in the operational phases of the programme.

## Peer to peer advantages

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**Traditionally, peers are providers of information to their peers.** Young people already tend to talk with their peers about most subjects, including sensitive issues such as intimate relationships.

**Peer education programmes are community-based.** Peer education programmes tend to be quite flexible, adapted to cater for the realities of individual communities, and can be used in a variety of contexts and in combination with other activities and programmes. Peer to peer activities can be promoted in schools, universities, youth organizations, communities or social organizations, as well as workplaces.

## Peer to peer standards

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- **Young people participate in all aspects of the programme.** Youth are fully involved in all aspects of the programme, including planning, implementation, and evaluation. Their participation is tracked and the findings are disseminated. Young people are recognized as agents for change and progress.
- **Sensitivity to, and respect for, culture is ensured.** Respect is shown towards the youth culture (whether it is a majority or minority culture) to which the programme relates.
- **Gender-sensitive planning and implementation occurs.** Operations and peer education activities are gender sensitive, appropriate, and equitable, with an emphasis on gender awareness.
- **The programme is sensitive to differences in the expression of human sexuality.** The programme policy and its implementation encompass non-discrimination with regard to human sexualities and sexual identities. There is an understanding of the differences between adult and adolescent sexuality. The programme activities and materials address sexuality issues and are relevant to sexual minorities when appropriate.
- **Sensitivity to age differences and needs is ensured.** Peer education content respects the age and development stages of learners and is presented according to these different needs and abilities.
- **Self-awareness, confidentiality, inclusion and mutual respect** need to be openly addressed and all the involved stakeholders (peer educators and trainees, teachers/educators) should keep those elements in mind throughout the design, implementation and evaluation of the programme

**Peer education programmes can provide strong benefits for the peer educators involved in them.**

Peer education programmes promote positive life skills such as leadership and communication, creating opportunities for mentoring and also future job contacts.

**Peer education programmes can be economical.** Although the costs of peer programmes are often underestimated, these activities can be implemented cheaply, especially as part of a larger system with management, supervisory, and monitoring systems already in place.



## Skills, qualities and training of a peer educator

Potentially, everybody can become a peer educator, as long as they are willing to put themselves out there and become actively involved in a process that aims to train them to acquire the necessary skills to train their fellow peers. Those who achieve the highest grades during classes are not necessarily the best peer educators. Besides having knowledge of the topic, peer trainers also need to acquire a series of soft skills. Through a series of capacity building activities, peer educators should acquire the following skills:

- **Knowledge of the topic.** It is fundamental for peer educators to have a comprehensive knowledge and awareness of the topics and issues which need to be addressed. Within the framework of Youth for Love, awareness and empowerment of young people regarding GBV is ensured through the teen support programme toolkit, which should be an integral part of the peer educators' training.
- **Communication skills.** Besides knowing the topic, peer educators should be able to efficiently communicate it to others. Many of the activities in the modules of the teen support programme aim to develop soft skills such as positive and clear communication. Furthermore, Chapters 3 and 4 of the present toolkit provide them with concrete inputs on how to communicate effectively. Peer educators should always pay attention to both verbal and non-verbal communication.
- **Organization/planning skills.** Peer educators should lead the entire peer to peer process, from the design and practical organization of the peer activities to their implementation and evaluation. The following chapters of the toolkit also provide peer educators with clear inputs on how to organize and plan their activities. Adult reference persons should adopt a youth-led approach and allow young people to be the protagonists of the programme, guiding them to be autonomous, responsible and proactive.
- **Leadership skills.** Youth for Love adopts a feminist leadership approach, which is outlined in Module 4

of the School Staff Training Toolkit. We strongly advise educators and school staff implementing the peer to peer programme to dedicate time during the peer educator training to reflect on the different forms and expressions of power and leadership through a feminist and intersectional lens. Adopting a feminist approach within a peer to peer programme aimed at countering GBV does not mean working with non-mixed groups (so girl and boy only, even though in specific phases of the programme this kind of organization can provide great benefits) but adopting, among other things, an inclusive and respectful way of exercising leadership which values diversity.

- **Other skills.** Peer education enables the acquisition of a series of soft skills beyond those mentioned above, for example problem solving and analytical skills, cooperation and teamwork.

Even though male violence against women is statistically the form of GBV with the highest incidence it is important not to forget that GBV comprises different forms of violence based on gender which can affect those other than women. **When implementing a peer education programme that addresses GBV this should be kept in mind, in a bid not to reinforce the assumption that GBV is a female-only issue and rather to consider it as a structural and cultural problem that affects all members of the community.** Thus, when recruiting peer educators, particular attention should be paid to engaging a mixed group of peer educators since:

- the fact that not only girls are engaged contributes to deconstruct the stereotype according to which GBV is a female only issue
- this helps avoid the stigmatization of boys and men as perpetrators of violence and builds alliances among young people to combat GBV
- peer education is aimed at transforming peer culture, and this would not be possible if we exclude part of the population

- it helps avoid conflict and ostracism on the part of boys when implementing the programme
- the UN and other international organizations confirm the importance of involving men and boys in GBV prevention programmes in order for these to be fully effective.
- **To engage the peer educators, consider incentives** such as certificates, project gadgets, public recognition or scholarships
- Peer educators need to **be aware of the skills and qualities they should have from the outset**

The fact that a mixed group of peer educators should be involved in a mixed school environment (obviously, when working in non-mixed environments this would not be easily possible) **does not exclude the possibility of foreseeing non-mixed moments during the programme**, when talking about sensitive topics related to sexuality for example. Non-mixed moments have the strongest impact when they are followed by a plenary moment, when perspectives and thoughts can be shared and discussed.

Unicef has developed a series of **tips for building a successful peer education** component in an educational programme, which have been readapted to form the objectives and needs of Youth for Love:

- **Link the Peer to peer programme (including its contents and methods) to a more comprehensive strategy.** For YFL we recommend considering that teacher training, teen support and peer to peer are strongly connected to each other and represent a comprehensive programme
- Make sure that peer educators are **adequately supported by adults**
- **Evaluate the results of peer education programme** using the tools provided in the dedicated section of this toolkit. On one hand, the activities of the peers must be monitored so that the process can be evaluated, for example through progress reports or satisfaction surveys, and on the other hand it is necessary to also monitor the impact of the peer to peer activities, in order to evaluate the outcomes, focusing on knowledge, attitudes, skills and behaviours.
- Expectations and objectives should be **clear and achievable**
- **Provide training and follow-up** to peer educators and be flexible when scheduling training and feedback sessions
- **Monitor the needs** of peer educators
- Peer educators should be **actively involved in project planning, implementation and assessment activities**
- When designing the peer to peer activities, **peer educators should reflect on and take into account their audience's cultural background and educational level**
- Make sure **all the necessary materials are available** to the peer educators
- Especially when working on gender-related issues, **consider all gender-specific needs**
- **Prepare peer educators for resistance and criticism** and help them find ways to deal with these

## CHAPTER 2 Practical Guidelines for organizing your Peer to Peer activities

### Introduction

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This chapter will provide you with step by step guidelines, so that you can take the initiative of starting your own peer to peer programme. These guidelines will help you to set clear objectives and plan your activities, as well as guide you on how to follow up on your results.

Following these steps will allow you to achieve the results and impact that you aim for.

### STEP 1 - ORIENTATION

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Before you start planning and taking action, it is important to know what the aims of your activities will be. Where will you place your focus, and which strategies do you need to reach your goal? Who can I involve to achieve this goal? Answering the questions below can steer you in the right direction.

This orientation phase is a process, and the answers you for-

mulate are not fixed. For instance, you might change your message once you have defined your target group or communication strategy. However, it is important to complete these steps and have a clear answer for each topic before you move on to the preparation phase.

## Aim/starting

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The general aim of the activities you will carry out as a peer educator is to present the topic of GBV to your peers in an understandable and engaging way, in order to transfer knowledge and raise awareness about GBV. To achieve this, you need to have a clear idea of your message, your target group and your communication strategy, while keeping in mind the skills and qualities of a peer educator, described in the previous chapter.

### **T**ogether

With your peers you will set your goals, define your strategy and implement activities that can potentially raise awareness about issues related to GBV in your school community, your local community or even in the country or in the world! To achieve this it will be important to work as a team, so don't forget: TEAM.

### **E**veryone

### **A**chieves

### **M**ore

## Setting your goals

As a team, you should set goals that are specific, measurable, achievable, relevant and time-bound (S.M.A.R.T). These goals will form the starting point of the process with which you will create your own activities.

### Specific

**Who does your goal target? What do you want to achieve?**

*i.e. Our goal is specific because we want to raise awareness about the issue of GBV among our parents.*

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### Measurable

**How will you track your progress? How will you measure your results?**

*i.e. Our goal is measurable because we want to raise the awareness of 50 parents of our school. To track our progress we can ask for our parents' help in organizing our activities and keeping a record of their participation. To measure the results we will count the number of parents involved in our*

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If you managed to answer all the questions, you can define your goals of your team. Fill in the statement below.

**Our goals are:**

Large empty text box for defining team goals.

## Achievable

**Will it be possible to achieve your goal with the resources that you have?**

*i.e. Our goal is achievable because we have decided to target our activities to a limited number of parents, and we will have the support of our school and of the school parents association in the implementation of our activities*

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## Relevant

**Is your goal related to GBV issues?**

*i.e. Our goal is relevant to GBV as we are aiming to raise awareness about the issue among our parents*

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## Time - bound

**When will you reach your goal?**

*i.e. Our goal is time-bound as we have set a specific deadline for its achievement, the end of this school year*

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## Creating your message

Now that you have a clear idea of your goals as a team, it is time to decide what your message will be, who you will communicate it to, and how you will reach your target group. This will help you determine the focus and direction of your activities.

**Message:** decide what information you want to share with your peers to raise awareness about GBV.

- What have we learned about GBV and what knowledge do we want to share with our peers?
- What problem(s) or message(s) do we focus on?
- Which information will appeal to our peers?

**Target Group:** define the profile of your target group.

- Who do we want to reach out to? Students, teachers, school board, parents, the local community ...?
- What are their interests, what appeals to them in daily life?
- In what way are they already connected to the subject and our message?

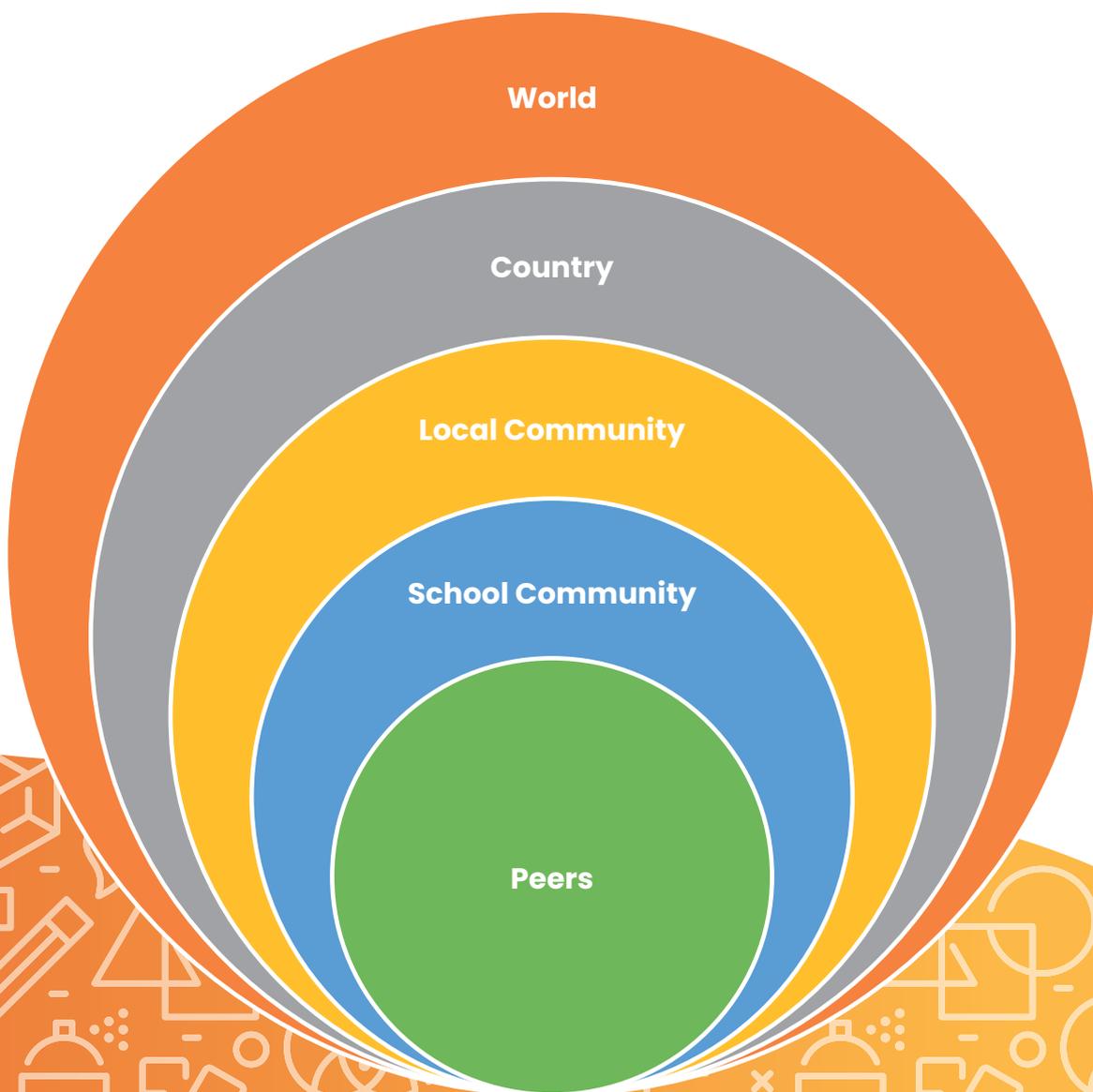
**Communication strategy:** define your communication strategy, based on your specific target group and the message you want to spread. Your communication strategy will be the basis for the activities that you will choose.

- How do we formulate our message in a way that is adapted to our target group?
- What is the best strategy for conveying our message to our target group? How can we engage our target group on the topic of GBV?
- How can we turn our message and our strategy into a creative campaign?

## Choosing your activities

You can find a wide selection of ideas for activities in chapter 4 to start with. The following two questions can be used to help you identify the activities that will serve your communication strategy most effectively:

- What type of activity would be most appropriate in order to reach your goal(s): an awareness activity that aims to raise people's awareness on an issue, a campaigning activity that aims to mobilize people on an issue, or an advocacy activity, that aims to influence policy makers on an issue?
- What outreach/impact level do you need your activities to have in order to convey your message and reach your target group? Will informing/ engaging your peers be enough? Will you need to inform/engage the whole school community or will you need to go even further than that by reaching out to your local community or even planning an action on national or international level?
- What kind of activity would work the best in your case: online, offline or a mixed strategy? Should you address one or more targets? What is the best strategy for each target group?



## STEP 2 – PREPARATION

After completing step 1, you have clearly set your (SMART) goals and you have created a team with which to achieve that goal. To put your plans into action you must first be well-prepared. This entails having a clear idea of the resources you have, both human and material. In this phase, you assign clear tasks and a timeline to each member of the team. You make sure that everyone is well-prepared before you put your plans into action.

You can begin planning your activities by thinking of the resources you will need to implement your activities. These can be divided into three categories: human resources, materials and time. See what you have available and try to utilize it in the best way!

### Human resources

Your team is your power! You will have to define the strengths of your team members that can be utilized in the activities you will be doing. Do some of your team members have artistic skills, such as drawing, singing or acting skills? Find out all the possible talents that your team members might have and write them down.

**In our team we have the following talents:**

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Assign roles to your team members, based on their talents and interests. For example, do you have someone in your team who is very detail oriented? She/he could be the one that will be responsible for tracking your progress in achieving your goals. Create a list of your team members and note the roles assigned to them.

### Who else could help us achieve our goals?

Have a brainstorming session with your team to identify other people that could help you achieve your goals. It could be your teachers, your parents or other members of your community. For example, if a parent of a team member works for a local newspaper, he/she could help publicize your activities.

Write the names of your stakeholders down and note how each one could help your team achieve its goals.

Stakeholder	Contribution
<hr/> <hr/>	<hr/> <hr/>

### Materials

Search for materials that are already available which might be useful for your activities. Write your findings down.

**We have the following materials available:**

---



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Be environmentally conscious and minimise as much as possible the amount of resources you use to carry out your activities. Be inventive and try to find ways to implement your activities without harming the environment (less paper, less materials, recycling).

Are there any materials that are essential for the implementation of your activities which are not currently available? Think of alternatives and new ways to use the materials you have. If this is not possible, get back to the human resources section. Could any of the stakeholders assist you in procuring the materials you need?

## Time

---

Time is a very important and usually limited resource. How much time will you have to complete your activities? Divide the available time into smaller periods and note what you want to have achieved in each of them.

Time period (from-to)	Achievement

## Your plan

---

Now you are ready to create your plan for the implementation of your activities.

In the following table, note down in chronological order the tasks you need to implement to complete your planned activities (WHAT), who will implement them (WHO) and when (WHEN).

WHAT	WHO	WHEN



## CHAPTER 3 Creative ideas

This chapter will give you some inspiration for your activities. The activities are divided in three types: awareness activities, which aim to raise people's awareness about an issue, campaigning activities, which aim to mobilize people on an issue, and advocacy activities, which aim to influence policy makers on an issue. For each type, ideas for both online and offline activities are offered. Each activity has its own specific impact or outreach: some will reach out to peers and the school community, while others will go beyond your own community and might even have an impact on a national or international level.

Here you will find some food for thought for planning your own activities. You can choose activities depending on the message, the target group and the outreach you are aiming for or you might decide to combine more than one type of activity to reach your goal. Often, combining awareness-raising, campaigning and advocacy activities allows you to achieve a broader change and impact. Defining the aim and goals of your activity (please refer to the previous chapter) will help you to identify your broader strategy and message and the actions you need to implement to achieve the change you want.

### 1. AWARENESS ACTIVITIES

Awareness raising activities are activities that have the aim of broadening the knowledge of the community members about an issue, also by changing their attitudes, behaviours and beliefs. They can be also used to promote another activity, an event or a project or even a strategy.

In this section we will focus on seven types of awareness activities: creating a poster campaign, writing a press release, creating an educational quiz or game, organizing a fishbowl conversation, a creative event in school, a world cafe and an educational laboratory with peers.

#### Create a poster campaign

##### Type of activity

Online and Offline

##### Impact/ Outreach level

Peers, School Community, Local Community, Country

##### What:

In a poster campaign you can make an immediate, visual statement about a wide range of topics. Poster campaigns can be used for diverse purposes: events, advertising, movies, but also for education, science and politics. Posters can easily be adapted to suit various target groups and messages. They can also be combined with other forms of media, such as print, video or social media, to form a broad and extensive campaign.

**Why:**

Because posters are visual, they have a lasting impact on the brain. A good poster can provoke several emotions, depending on the message. It is an easy way to make a big impact in a short time.

**How:**

A poster needs to attract attention in the blink of an eye. Following these steps can help you to create an impactful poster with a powerful statement.

**1- Determine the goal of your poster and campaign.**

Your poster should help you achieve that goal. For instance, if your goal is to attract an audience to an event, your poster design should be directed at getting people to attend your event. Emphasise the key information that your audience needs to know in order to attend.

**2- Define your target audience.**

Your design and your message should be adapted to your target. Try to speak the language of your audience and attract them with images that appeal to them specifically.

**3- Determine the message**

Your message should be short and powerful, and easy to understand by everyone. You can use humour, but pay attention to sensitivities about the subject. Create an eye-catching headline that attracts the attention of anyone who walks by. Include a call to action: visit a website, attend an event, call a number, download an application ... Make this call to action stand out by locating it in a strategic place, and visually attract attention by using colours, images or frames.

**4- Decide where you will share your poster.**

Posters can be printed and shared in public spaces, or they can be shared online via social media. Make sure that in each case, you adapt your design accordingly. If you opt for a printed poster, it needs to be readable from a distance, so pay attention to your colours and font. When you share your poster in a public space, always check if it is legal to put your materials there. Most cities have certain reserved spaces where posters can be shared legally. Sharing them in other places might be illegal and lead to a hefty fine.

**5- Choose your design**

In general, the key is to find the right balance when it comes to choosing your headline, copy, images, and logos. Don't use too many fonts or colours in one design. Too much could take away from your message. Choosing a pre-made poster template can save you a lot of work. There are several websites that offer free poster templates, such as Canva.

**The Brussels feminist collective 'Laisse Les Filles Tranquilles'** has a simple message: leave women and girls alone. Their posters are as simple as their message: black block lettering on a white background. The collective started putting up their posters in public places in 2018. Two years later they have become recognisable to anyone living in the city and their message has now spread to the rest of the country. They have expanded their message to cover other groups that might also be the target of discrimination and harassment. Several cultural centres and nightclubs have collaborated with the collective in putting up their posters.



Source: Facebook, Psst Mlle

## Write a press release

### Type of activity

Online and Offline

### Impact/ Outreach level

Peers, School Community, Local Community, Country, World (if in English)

**What:**

A press release is a text about a topic or an event, addressed to journalists who can use this text to write an article or news item. The text should be written in such a way that it needs little editing before it is published in a newspaper or used in a reportage.

**Why:**

If a press release is turned into a published article or a news item, it is an easy and cheap way to reach a large audience. You can write a press release when you want to spread the word about an event or a campaign, or when you want to raise awareness about a certain topic or issue.

**How:**

The first and most important condition for a press release is its newsworthiness: is the item or event interesting for a large group of readers/viewers? Does it relate to current events? Whether a journalist will use the press release or not depends on how newsworthy it appears when it is presented. It is therefore important to formulate your text in such a way that it appeals to a large audience, with a link to current events.

A press release should be an easy to read text, with a clear structure. The following elements should be respected in this order:

- Author/organisation
- Place and date
- Title
- Subtitle
- Introduction or lead (who, what, where, when?)
- Body (how, why?)
- 'Boilerplate': background information about the organisation/campaign/event
- Contact details

Journalists often skim their messages quickly: your text should therefore capture their attention immediately.

- Formulate a catchy title
- Include all essential information in your lead or introduction
- Be objective and to the point
- Limit your text to one page
- Check your text for spelling mistakes - then double check it.

Don't send your press release to just any journalist or newspaper. First find out which media address the target groups that you want to reach with your message. Share your press release with those media who are related to your topic: they will be more inclined to publish your text.

## Create an educational quiz or game

### Type of activity

Online and Offline

### Impact/ Outreach level

Peers and School Community

### What:

Educational quizzes and games can be used to test and expand participants' knowledge of a topic and ask them to distinguish myths from facts. So, you want your peers to learn more about the topic of GBV? Why not use a game or a quiz for this, such as a Myth or Fact game. You can find useful information and inputs to help you prepare your quiz/game in the "teen support programme".

### Why:

Game based learning has a positive effect on a student's motivation and engagement. It can also provide a framework for experimentation on a topic.

### How:

1. Ask your peers what they know about GBV
2. Ask them which of these statements they believe to be true and which are myths.
3. Explain them that you are asking the above questions because some of the statements are based on facts and some are not, but even when they are myths they are still often spread online.
4. Tell them that with the following activity we will try to separate facts from myths.
5. Separate the group into 2 smaller groups and give the students 10 minutes, so that every group can decide which statements are facts and which ones are myths.
6. Then ask the groups to present their decisions and their reasoning behind these. If the groups disagree, give them some time to debate the matter. Each group can add views that they know or have heard about to this information and discuss these.
7. Reveal the answers



### Online alternative

You can easily conduct this activity online by using one of the numerous available online quiz creation tools. You could even use Instagram stories for your quiz, keeping it simple and handy! Another option could be to use Google Forms to create your quiz. In this case:

1. Create a new Google Form. Click on “Settings” and activate the “make this a quiz” option.
2. Create a set of statements, some of them should be myths and some should be facts. You can use the information found in chapter 1 as a basis.
3. Insert a title to your form in the “Title” section and some instructions on how to play your game in the “Form Description” section of your form.
4. Start inserting your statements, each as a different question, giving two possible answers for each one, Myth and Fact.
5. Use the answering key at the bottom of each question to mark the correct answer for each one and list some facts as feedback.
6. Click on “Send” and copy the link created to share your quiz with your peers. You’re ready to go!



## Organise a fishbowl conversation

### Type of activity

Online and Offline

### Impact/ Outreach level

Peers, School Community and Local Community

### What:

The fishbowl conversation is a technique that can be used to hold a conversation in a large group. The technique can only be implemented with the participation of peers or it can be used as a way for peers to interact with guest experts on the issue from the local community, who can participate in the process.

### Why:

The fishbowl technique can be used to make different opinions heard and to provide structure to your discussion.

### How:

1. Choose the topic of your discussion, which should be somehow related to the issue of GBV. An example of a discussion topic could be "Stereotypes in our everyday life".
2. Set up the room where the discussion will take place. Take a chair for each participant in the discussion and place them in 2 (or more) concentric circles. The inner circle should be smaller (up to 5 chairs).
3. The peers seated in the inner circle will participate in the discussion, while the peers in the outer circle(s) will observe the discussion and keep notes.
4. It is a good idea to have a discussion facilitator in the inner circle and to have already thought of some questions that will stimulate the discussion. One question might be, for example: "Are there specific groups of people that are more affected by stereotypes?"
5. The discussion begins, coordinated by the facilitator.
6. Observers in the outer circle keep notes of things that impress them and things that they want to be mentioned again in the plenary session.
7. To make the process more interactive, you can put an empty chair in the inner circle. Anyone from the outside circle(s) who wants to enter the discussion, goes and sits in the empty chair in the inner circle and someone else seated in the inner circle voluntarily moves to the outer circle, so that there is always an empty seat in the inner circle.
8. At the end of the process all participants discuss their impressions together.



### Online alternative

You can conduct this activity online using a video conferencing software.

- Organise a call and invite participants to join it.
- At the beginning of the conversation agree who is sitting in the inner virtual “circle”. Only those in the inner circle will have their microphones unmuted during the call.
- If a person from the outside “circle” wants to join the conversation he/she posts his/her request in the chat, and a person in the inner circle mutes himself/ herself to give up his/her virtual seat in the inner cycle and admit the person who has posted the request to join in.



## Organise a creative event at school

### Type of activity

Offline

### Impact/ Outreach level

Peers and School Community

### What:

A creative event at school is an event where art is the focus. It could be dedicated to one form of art, so you could for example organize a concert, a reading, a poetry slam or a theatrical play on the topic of GBV. Or you could organise an event featuring different forms of art, including for example sketches, songs and a demonstration of artwork related to the issue of GBV.

### Why:

Art can be used for learning and it can also provide a powerful means by which to convey a message, sensitise people and raise awareness about specific issues. So, why not use art to raise awareness about GBV?

**How:****Before the event**

1. Brainstorm with your peers on the structure of your event. Discuss its proposed time - location - participants and the support you need from school
2. Speak to your school to obtain the permission you need, establish the logistics of your event (time-location) and discuss the support that your school can provide in terms of teacher involvement and available resources.
3. Start working on your creative output. Select types of art that match the talents you have in your team and that can effectively convey your messages. Take into account that some types of art will take more time to create, while others might require a longer period of rehearsals. If you prefer, you can also follow a more open approach to the creative output creation process. For example, you could gather creative outputs from the whole school community by creating a creative contest for your event. Announce the rules, set a deadline for the registration of nominations and have the participants in your event vote to decide the winners, announcing these at the end of the event.
4. Communicate your event. Think of creative ways to inform your target audience of your event and to invite them to participate. You can set up a communication team that will be in charge of communication activities.
5. Divide the responsibilities for the organisation of the event. For instance, who will be in charge of welcoming the participants, who will lead them to their seats? Who will coordinate the stage? Who will explain the artwork? etc.
6. Plan the event logistics and prepare the space where the event will take place.

**During the event**

7. Each member of the organising team should be aware of his/her role and ready to take up his/her post.
8. The communication team can take photos, make videos and interview participants during the event
9. Keep track of time and stick to the event schedule.

**After the event**

10. Hold a plenary session with all members of the organising team to discuss the outcomes. (see chapter 5 for further ideas)
11. Decide whether to publicise the outcomes of your event (e.g. by writing an article in the school newspaper, or posting it on the school website)

## Organise a world café

### Type of activity

Offline

### Impact/ Outreach level

Peers and School Community

### What:

A World Café gathers together a group of people who enter into a dialogue about a serious topic or theme. Participants are divided into smaller groups, and each group discusses a question or subtopic related to the general theme. After some time, the participants change groups to discuss a different question, so that each participant has the opportunity to share their ideas about each subtopic. At the end, there is a wrap-up session to discuss the findings and ideas of each subtopic, and to present an overview to all the participants.

### Why:

Organising a World Café allows you to exchange thoughts and views with a large number of participants, and to discuss insights and ideas on a certain topic. By mimicking the atmosphere of a café, serious topics can be discussed in an informal and casual way.

**How:**

For this activity, you need a large space, and various tables and chairs that can be organized separately, so that each table can host about 5 people. Each table has its own moderator, who is well-informed about the topic, and its specific theme or question. Each group discusses their theme or question, and writes down their comments and findings on post-its or large posters, with colours and words, symbols or diagrams. The discussion is led by the group moderator, who can steer the conversation in the right direction so that the group comes up with new ideas.

After a predetermined time - decide beforehand how much time you need to discuss the topics, but don't make it too long - each participant moves to a different table. The moderator at the new table gives the group a recap of the ideas and findings of the previous group, using their notes. The new group then continues the conversation on this question or topic, based on the remarks of the first group.

This process is repeated a few times, until everyone has participated in each topic or discussion. All this time, it is important that each table's moderator stimulates the conversation by adding questions or remarks that invite a more in-depth consideration of the issue. At the end, each group makes an overview of the ideas and findings at their table. The moderator presents this overview to the rest of the participants.

*Tips*

1. *Make sure the moderators at each table are well-informed about the general topic.*
2. *Ensure a relaxed and casual set up and atmosphere, similar to that of a real café. Some music and good lighting can do the trick.*
3. *Keep to a tight schedule*
4. *Make time for a good wrap-up session at the end. This will allow participants to rearrange their findings of the day and to agree on the main ideas and solutions which have emerged.*

## Organise educational laboratories with peers

### Type of activity

Offline

### Impact/ Outreach level

Peers and School Community

### What:

An educational laboratory is a collective experience based on the principle of “Learning by doing “: all the participants are involved in sharing ideas, designing activities and implementing a concrete product related to a specific topic , also by diversifying roles and tasks.

### Why:

The educational laboratory is a space where people can learn from each other and compare on equal basis and without judgement. It's a very useful tool for strengthening relationships and learning about concepts in a fun and practical way, without necessarily having to study using books!



**How:**

Following these tips can help you create a successful laboratory:

1. **Where and When:** Facilitate participation by choosing places and times that are easy to reach and compatible with educational activities and extra-curricular commitments. Calculating the space well helps you to manage the laboratory well during its development phase. Will we be indoors or outdoors? Will we have a large room or a small space? Will the participants be able to move around freely? Will there be tables we can use to do a practical activity? Will the whole event take place in the same spot or will it involve some travel?
2. **Safe space:** it is essential to specify that the group in which the laboratory takes place will be a “safe and protected haven”, and to define a clear educational pact shared by all the participants: everyone must respect the privacy of what is heard, learned, shared and discussed during the laboratory
3. **Define the basic rules for discussion:** devise the instructions for the use of the laboratory. The list should include some of the following points:
  - **Respect:** Not attacking the person sharing a thought, an idea, a life experience, etc. This is what gives the group the permission to grow, whereas attacking others for their beliefs may actually create an atmosphere of conformity and censorship, which restricts the group’s capacity to express fears, concerns, misunderstandings etc.
  - **Listen.** Ask everyone to listen to the point of view of others before answering. It is important to try to understand what each person is trying to say, but also to instil confidence and respect in the group
  - **Language:** avoid offensive or aggressive verbal and non-verbal behaviour. No-one should find themselves in an environment poisoned by sexist/racist words or ideas or based on prejudices against certain groups based on their nationality, age, sexual orientation, religion or physical capacity.
4. **A clear introduction:** say a quick Hallo, introduce yourself and share the objectives and stages of the laboratory: why we are here and what we want to achieve!
5. **The content:** the chosen topic should be researched and prepared before the laboratory starts
6. **Breaking the ice:** you can find useful suggestions in the “Teen Support Programme Toolkit”
7. **Propose a creative activity:** choose different communicative languages and an activity that stimulates the participation of all participants. You can find methodological suggestions in the “Teen Support Programme Toolkit”
8. **Wrapping up and ending the module:** Use the final minutes to do a brief recap of what has been done and achieved during the laboratory session, offering participants the opportunity for participants to make comments, or ask questions about matters that were not addressed, and to wrap up.

## 2. CAMPAIGNING ACTIVITIES

Campaigning creates and harnesses people’s power by organizing, mobilizing and communicating a simple and powerful demand in order to achieve political or social change. It usually starts with local actions, using these to create links with the national and international levels. In

this section we will focus on three types of campaigning activities: creating an online campaign, organising a campaign march or demonstration and organizing a flash mob.

### Create an online campaign

#### Type of activity

Online

#### Impact/ Outreach level

Peers, School Community, Local Community, Country, World (if in English)

#### What:

Social Media and online platforms such as Facebook, Youtube, Instagram, Snapchat, Tiktok and Twitter provide many opportunities to engage your target group. Each platform has its own features, offering various possibilities for your specific goal and target group. An online campaign can be an excellent addition to an offline activity, as a way of enlarging your audience and impact. Organize a day of online action to reinforce your poster campaign, or boost attendance to your event by promoting it online - the possibilities are endless.

#### Why:

Online campaigns allow you to easily reach a large network with limited resources. Social media platforms are an easy way to encourage interaction and engage a diverse crowd. You can even reach people that will not be able to attend events or actions in person.



16 Days of Activism banners

**How:**

The right platform for your campaign depends on your message and your target group. Make sure you are well informed about the platforms that your target group uses, so that your campaign can effectively reach them. Choose the activities that you will engage in in your online campaign. You can find inspiration in the following forms of content:

1. Post **images** such as photos, memes, posters, art, ...
2. Post **videos**: create vlogs in which you discuss certain topics or where you visit an organization, share stories by supporters, create live streams or aftermovies of events...
3. Organize an **online day** (or week) of action: here your goal is to flood as many timelines as possible with your content. Gather as many supporters as you can, and give them clear instructions and ready-to-use content to post at certain times of the day. You can also ask them to change their profile picture, or use a specific hashtag. To make your day of action more effective, choose a moment that can be linked to already existing campaigns (such as the UN 16 days of activism), or a (inter)national day that is linked to your theme (e.g. International Women's Day).
4. Ask **influencers** to support your campaign: these can be influencers at your school, such as student groups or popular teachers, or outside school: internet stars, politicians, athletes, celebrities ... Anyone that you think has a large network and a positive influence, and who is inclined to show support for the topic of gender based violence.



A **#hadituptohero** Tweetathon was successfully launched by Action Aid during the 16 days reaching more than 3 million people via 1600 tweets! **#haditupto** here was also trending in Dublin and Lagos!



In 2019, Belgium was shocked by the sexual assault and murder of a young student. In the days after the tragic incident, 15,000 people took to the streets to protest against sexual violence, in a silent march organised by a group of young women. To commemorate her death and the strong call for change, a new march was scheduled to take place one year later. However, due to the Covid-19 measures, protesting in the streets was not possible. So the organisers put together an online campaign instead. One year after the murder of the young student, social media was flooded with posts of the flower frame created by one of Belgium's most influential cartoonists, accompanied by the hashtag #bloomforchange. Thousands of people attended and shared the online Facebook event, including more than 50 politicians, scientists, musicians and TV personalities. Online participants were called on to sign the policy memorandum, with 10 key points of action in the domain of sexual violence. In 24 hours, over 13,000 people signed the memorandum. The national news and several national newspapers devoted a report to the campaign.

## Organise a campaign march or a demonstration

### Type of activity

Offline

### Impact/ Outreach level

Peers, School Community and Local Community

### What:

**Youth-led campaign marches and demonstrations, are youth-organised events, where youngsters and adults join their forces and voices in the streets.**

### Why:

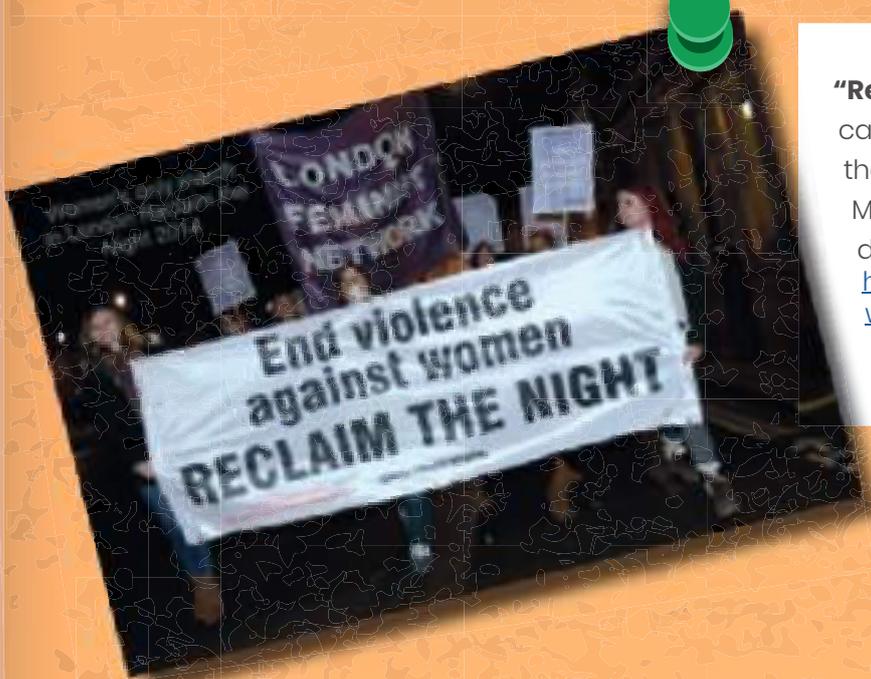
Campaign marches and demonstrations can be used to publicly make your opinions heard in an attempt to influence public opinion or policy makers.

### How:

1. Decide on the route you are going to follow. You can organise a campaign march or a demonstration inside your school or around your school, if you want to raise awareness among your peers or in your area/town, if you want to raise the awareness of your local community. In the second case you could include in your route places in your area/city connected with the topic of GBV (such as women's shelters, organisations etc.). Make sure you have applied for any permits needed in each case.
2. Decide on the day and the time of your campaign march or demonstration. For example, you could choose a day that is symbolically connected with the GBV issue, such as International Women's Day, the International Day of Non-Violence or the International Day of the Elimination of Violence Against Women.
3. Try to involve the wider school community, by inviting them to join you. These could be not only your peers, but also teachers and parents.
4. Work on your messages and create your placards, being creative and environmentally conscious. Also prepare songs or different slogans which you can also print out, copy and share with participants at the beginning of the march.
5. On the day of your march/demonstration don't forget to bring some water with you (a refillable bottle will do) and, depending on the weather conditions a hat or a raincoat.

You're ready to go!

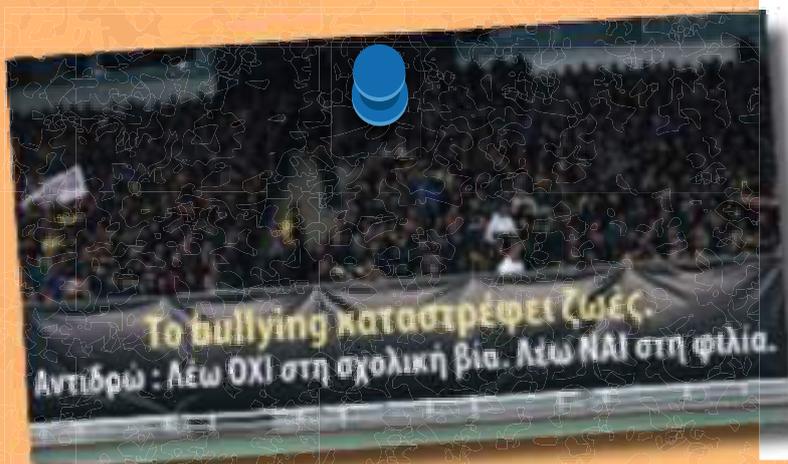
## Need some more inspiration?



**“Reclaim the night”**, an annual campaign march organized by the students of the University of Manchester (source: Wikipedia) Check out this video on: <https://www.youtube.com/watch?v=Fhvly2PVVa8>

**Silent protest in Kenya against GBV**





A banner in the student gate during the Greek Cup Game with the message:

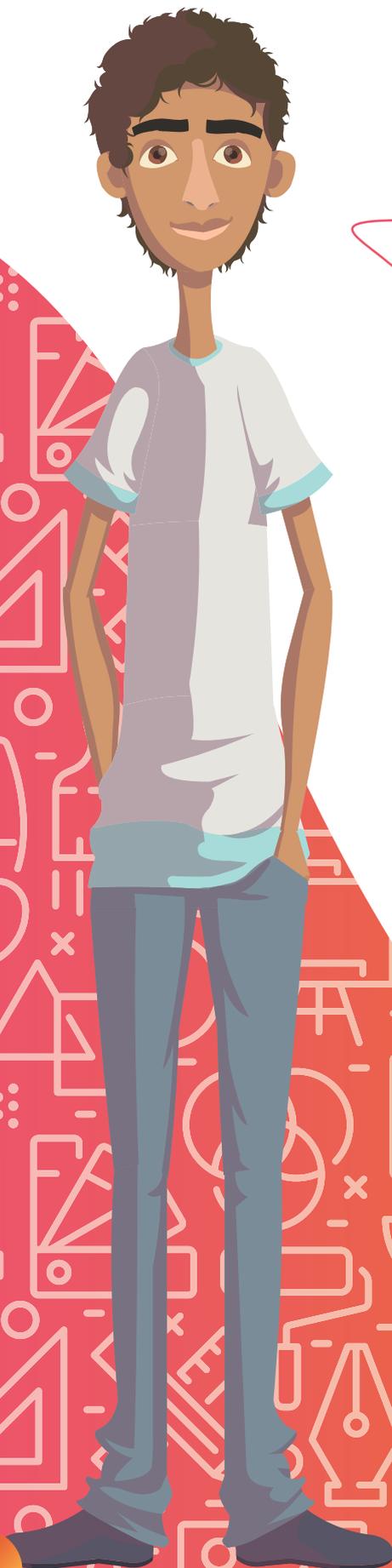
**Bullying can destroy lives. I react: I say NO to school violence.**

**I say YES to friendship (source: <https://www.aekfc.gr/newsdetails/to-bullying-katastrefei-zoes-antidro-leo-ochi-sti-scholi-ki-via-leo-nai-sti-filia-44954.htm?lang=en&path=730933854>)**



**Demonstration in Berlin during the COVID pandemic** (source: Reuters)

Even when physical presence is not possible, imagination can find a way...



**Online alternative**

For many reasons it might not be possible to organize a physical event. In this case check the Bloom for Change example in the section “create an online campaign” for inspiration.



## Organise a flashmob

### Type of activity

Offline

### Impact/ Outreach level

Peers, School Community and/or Local Community

### What:

The word flashmob comes from flash, indicating a quick event and mob, which stands for a large crowd of people. A flashmob is a sudden gathering of a group of people in a public place, which is disbanded in a short time, with the common purpose of doing an unusual action. The gathering is usually organized via the internet. The rules of action are usually described to the participants a few minutes before the flashmob takes place, but if necessary participants can be notified early enough to be adequately prepared, as the flashmob can either be announced or kept secret, depending on your objectives.

### Why:

You can organize a flashmob and send a strong message about GBV to your target audiences or to the general public.



Primary school pupils in Corfu, Greece formed the word Mila (Talk) with their bodies on the Pan-Hellenic Day against School Violence and Bullying (source: <https://enimerosi.com/details.php?id=19730>)

**How:**

1. Choose the place where your flashmob is going to happen. You could choose to organise it inside your school or in a public place, if you want to raise the awareness of the general public. Make sure to obtain any permits you may need in each case.
2. Choose the message you want to convey and the content of your flashmob. It could be a human formation, a dance, a song or something else. The duration of your act should be just a few minutes.
3. Choose a time for your flashmob. If you want to make it more open and also encourage the participation of outsiders, think of creative ways to invite people.
4. At a predetermined time, the crowd will gather to be given a brief. Provide them with clear instructions.
5. It's time for your flashmob!
6. After your flashmob the crowd will quickly disperse again.



On the 25th of November 2019 the feminist collective Las Tesis from Chile launched the powerful flash mob “un violador en tu camino”, aimed at denouncing the structural violence women and the LGBT community face in their country.

Their flashmob has spread to the rest of the world and many groups all over the world have been repeating it in their own communities, you can check out the flashmob by las tesis in Chile here: <https://www.youtube.com/watch?v=aB7r6hdo3W4> (source of the picture: <https://www.latercera.com/la-tercera-pm/noticia/violador-quienes-colectivo-lastesis-canto-feminista-se-volvio-viral/915643/>)

### 3. ADVOCACY ACTIVITIES

Advocacy is defined as the deliberate process of influencing policy-makers and advocacy activities by launching petitions and lobbying local and national stakeholders. In

this section, we will focus on three types of campaigning activities: visiting an institution or organisation, writing a policy memorandum and starting an online petition.

#### Visit an institution or organisation

##### Type of activity

Offline

##### Impact/ Outreach level

Peers, School Community, Local Community, Country, World

##### What:

The problem of gender based violence is intertwined with many policy domains, social services and services that NGOs offer. The way in which these public bodies or NGOs work, and meeting the people that operate there, can be a form of inspiration for your own campaign and network.

##### Why:

Having a clear overview of the public bodies and organisations working on the topic and problem of gender based violence can help you to gain insight into the structure of institutions and organisations that operate on social issues. It will help you expand your network and find the right tactics to increase your impact. Meeting others who are involved and engaged in the same topic as you are, can inspire you and motivate you to take action.

##### How:

Do some research and map the different institutions, organisations and public bodies that work in some way on the topic of gender based violence, at local, regional or national level. For each institution, indicate how they are related to GBV: at policy level, in the field, on a campaigning level ... Decide which institutions are most relevant for your own goal.

Request a visit to the institution. Write an email in which you state your background, your goal and your intentions. Underline how your project is linked to the institution or organisation, how they can add value to your project, and how your project could add value to them.

Address multiple organisations or institutions. Even if you might not get an answer or an invitation to visit, they will be informed about your project and you will have expanded your network. They might still contact you in the future.



**Online alternative**

You can conduct this activity online using a video conferencing software.

- Contact the institution or organisation of your choice
- Propose setting up a video call with one or more members of the organisation
- Prepare a few questions or an interview for the participants in the video call, so that you can get to know them and their organisation better



## Write a policy memorandum

### Type of activity

Online and Offline

### Impact/ Outreach level

Peers, School Community, Local Community, Country, World

### What:

A policy memorandum is a well-structured, straightforward statement to policymakers about a problem. The author identifies and analyses a problem, provides background information on the matter, and presents this information with recommendations and solutions to decision-makers, to bring about change at policy level.

### Why:

Policy memos allow citizens to effect change at a higher level. By informing decision-makers about a certain problem, they can put the issue high on the agenda of those who have the power to change the policy.

### How:

A policy memo is short and specific. Each sentence should contribute to the point the writer wants to make. There should be a logical coherence between the background information, the evidence for the problem and the recommendations and conclusions. The reader should be able to glean the main ideas of the memo by skimming reading the document. This can be achieved by using clear section headings and topic sentences (the first sentence of a paragraph that also summarizes that paragraph). Each main idea should be in a different paragraph, starting with a topic sentence.

A policy memo can contain the following sections:

- Description of the issue
- Background information about the issue
- Evidence for and factors contribution to the issue
- Recommendations for the issue
- Alternatives
- Conclusion

The author should provide multiple perspectives on the matter, while the recommendations should also mention strengths and weaknesses.

Policy memos should always be objective and free from any personal or emotional observations. They should be concise and without pompous language or clichés. Use sentences that are relatively short and in the active voice. Avoid vague language: policy memos are straightforward documents: be direct, specific and consistent.

**Target:**

A policy memo can be addressed to the school community: the school board, the parents' council, the teachers' council ... or to the larger community: local, regional or national government. If you want to address policy makers at a higher level, do some research on your local, regional and national government. In the first place, try to map which policy domains are related to the problem of gender based violence, and who is responsible for this domain. For each policy maker, assess to what extent they are supportive of the topic and the demands. Your memorandum will be more successful if you address policymakers that are more inclined to view the topic favourably.

Government	Policy domain	Policymaker	Level of support
Local			
Regional			
National			





### Online alternative

You can choose to send your policy memo in a letter by post, or in an email. Policy memos are directed at a specific target (group) to provoke change in a certain domain, but they can also be made public and shared with a larger community to inform them about your demands and engagement. A policy memo can form an important part of an online campaign or an online petition. This will also allow you to call on a large audience to sign and support your memo, which will reinforce the impact of your action.



## Start an online petition

### Type of activity

Online

### Impact/ Outreach level

Peers, School Community, Local Community, Country and/or World

### What:

**An online petition is a form of petition that can be signed online.**

### Why:

With its web-based format, an online petition enables you to mobilize people all over the world on an issue. So, if you need massive engagement to achieve your goals why not start an online petition to obtain it?

### How:

1. Choose a platform for your online petition. One example of a platform that can be used is Change.org
2. What will your petition be about? Go back to your goals to decide on a specific topic/ a specific demand/ a specific change you want to bring about.
3. Gather data and facts on the problem you are trying to solve and the solution you will propose. Use this data and facts to create a strong headline and an informative and effective description for your petition.
4. Add a picture or video to your petition to make your message stronger and your petition more eye-catching.
5. You're ready to go! Think of creative ways to share your petition with the world. How could you promote it? The role of social media might be crucial here, but you can also use other channels (like the school's newspaper, a local newspaper, a local radio station) or even create a poster about it. It's time to get creative!

In 2019, Change.org analysed over 164,000 petitions on their website in order to highlight the main features of the most successful petition. You can read the report here:

<https://www.change.org/c/us/crafting-headlines-for-change-for-change>



## CHAPTER 4 Assessing the Peer to Peer experience

### Introduction

Peer to Peer education is a learning process, whereby both the peer educator and the participant peer gain a wealth of knowledge and skills. On one hand, the Peer educator has the opportunity to develop specific teaching and facilitating skills, strengthen leadership skills, develop self-confidence, gain the respect of his/her peers, and improve his/her own knowledge of the topic. On the other hand, the participant peers have the opportunity to learn in a more participatory and child-friendly environment and to discuss topics that are not usually part of the more traditional educational curriculum.

In order to assess the effectiveness and the impact of this learning process, it is important to include different types of evaluation:

- **A process-based evaluation** which consists of basic progress reports submitted by the peer educators which focus on evaluating the activity implementation, for example, in terms of attendance, participation, achievement of objectives, proposed activities and methodologies. This evaluation is expected to provide interesting feedback on how to improve the planning of the educational activities (**See Peer Educator Activity Diary**);
- **A result-based evaluation** which focuses on the outcomes of the learning process in terms of empowering young people through the acquisition of knowledge and skills

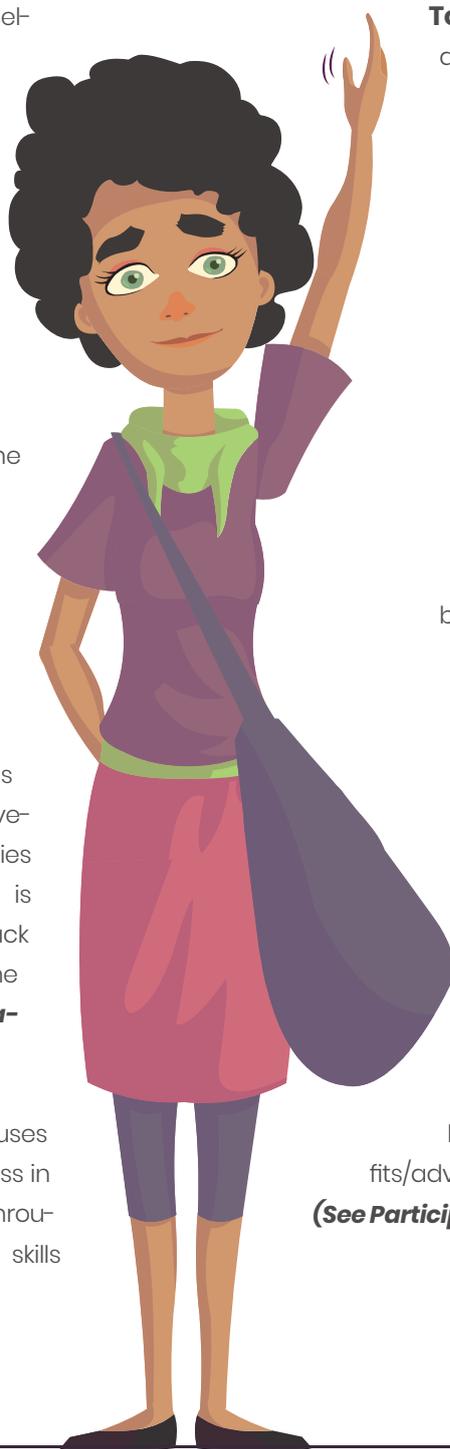
that they can use to bring about a change they want to see. This result-based evaluation will include tools for the peer educators as well as for the trained peers.

#### Tools for the Peer Educators:

- a. A pre and post self-assessment completed by each peer educator individually. The pre assessment focuses mainly on the peer educator's expectations and fears in relation to the process. The post assessment consists of a self-rating exercise whereby each peer educator will assess his/her achievements in specific dimensions related to soft and hard skills (See Peer Educator Initial Self-Assessment Tool and Peer Educator Goal Accomplishment)
- b. A final group discussion among peer educators aimed at providing a space for exchanging views on the functioning of the overall process with a focus on the group work and the cooperation (See Peer Educators Final Group Evaluation Tool)

#### Tools for the Participant Peers:

this consists of a post self-assessment aimed at evaluating the activities they took part in, the knowledge and skills acquired and the benefits/advantages of the Peer to Peer education (**See Participant Peer Final Evaluation Tool**)



## Peer Educator Initial Self-Assessment Tool

You are at the beginning of your journey as a Peer 2 Peer educator and this is the right moment to take a little time to focus on what you want to personally gain from this experience. Everyone will have their own individual development while the process progresses; however, you may want to use

this opportunity to explore, develop and exercise a certain skill (for example: public speaking, capacity to interact with others, leadership, ability to work in a team etc.) Please take a moment to reflect on your individual development goal and, once you are ready, include it below.

**During my experience as a Peer 2 Peer educator I want to develop skills in the area of:**

Communication	Leadership	Knowledge of the topic	Organization/Planning	Other areas

**In order to develop these skills, I will (please be as specific as possible):**

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**In the Peer 2 Peer Program, I will directly collaborate/team up with (please insert the names of the people in your team):**

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**If I need to access more resources, information and support, the teachers/other adults I can refer to are:**

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**At the beginning of the journey, my areas of concern are:**

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## Peer Educator Activity Diary

Please keep a diary of the Peer 2 Peer activities you are directly involved in as an educator. After each module, fill in the following table:

### Activity Evaluation (please use this model for all modules)

**Date:** \_\_\_\_\_

**Topic:** \_\_\_\_\_

**Number of participants:** \_\_\_\_\_

**Activity goals:** \_\_\_\_\_

**My specific tasks in the activity:** \_\_\_\_\_

Item to assess: 1=very low; 2=low; 3= average; 4 = high; 5 = very high

	1	2	3	4	5	Comments (please reflect on the experience)
Goal accomplishment						
Number of participants						
Involvement of participants						
Time- task balance						
Activities						
Methodologies						
Peer 2 Peer team cooperation						
Personal objective accomplishment						

### Were there any specific issues that affected the implementation?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Peer Educator Individual Goal Accomplishment

You are at the end of your journey as a Peer 2 Peer educator. Please take your time to assess the way you accomplished your individual goals by filling in the table below:

Aspect to be assessed	No	Partially	Yes	Comment on your experience
<b>BODY LANGUAGE</b>				
Use of eye contact				
Body posture				
Use of gestures				
<b>COMMUNICATION SKILLS</b>				
Intonation and voice inflection				
Warming up atmosphere				
Adjusting to participants' needs				
Inviting participants to comment				
Inviting participants to ask questions				
<b>KNOWLEDGE OF THE TOPIC</b>				
Talking about the topic clearly				
Knowledge of the subject				
Answering questions				
Building on participants' comments				
<b>MANAGING CRISIS</b>				
Responding to disruptive behaviour				
Maintaining the calm				
Addressing conflicts positively				
<b>TEAM COOPERATION</b>				
Sharing the space and time				
Supporting your co-facilitator				
Building on your co-facilitator's work				
Fluid co-facilitation				

## Peer Educators Final Group Evaluation Tool

Since the Peer 2 Peer Program is a group activity, it is important to take some time to discuss the lessons learnt, best practices and challenges with the whole team.

*(25 minutes)* **Please take the time to reflect individually and in your group on the following points regarding the Peer 2 Peer Program:**

- How well did the group cooperate? Did you feel it worked well together when implementing the activities?
- Were the tasks distributed equally among the educators? Did anyone take the lead and run the whole activity? Did anyone feel excluded? Did anyone fail to participate?
- What was the most difficult thing for you to do?
- How did you overcome/solve it?
- What was the easiest thing for you to do?
- What did you enjoy most?
- Who was your most important supporter during the activity implementation?
- If you could go back and do it all over again, what would you change?
- Which are three most important things that you learned during the implementation of the Peer 2 Peer Program?

*(25 minutes)* **Think about the three most important personal objectives you achieved. Share your achievements with the rest of the group and ask them to share their perspective on how well you accomplished your individual goals.**

**N.B.! Remember that you are as successful as your team is, this is why it is important to provide feedback with care and compassion, and constantly bear the following in mind:**

- **Your feedback should not be given to hurt and/or make fun of the other person**
- **Your feedback should be given to help the other person grow and become more self-confident**
- **Your feedback should be given to help the other person contribute better to the work of a group.**

*(10 minutes)* **Finally, it is important to thank the people you worked with. Think about a specific behaviour/thing each member did and that you are grateful for.** For example: when I lost focus for a second, you continued the conversation and supported me by providing me the time that I needed to recover my train of thought.

## Participant Peer Final Evaluation Tool

We are at the end of the Peer2Peer Program. We hope that this experience has helped you to understand more about the topic, to strengthen the relationships with your classmates and with the Peer Educators and to build your confidence about the role that young people can have in preventing and/or addressing negative behaviours. In

order to assess the impact of the Peer2Peer activities and to improve the things that didn't work, we kindly ask you to fill this evaluation form.

**N.B.! It is important to consider this evaluation as constructive feedback on the Programme, and not as a judgement on the Peer Educators.**

### Part 1: Peer2Peer Activity Evaluation

Item to assess: 1=very low; 2=low; 3= average; 4 = high; 5 = very high

	1	2	3	4	5	Comments
The training fulfilled my expectations						
The topics discussed were interesting						
The training allowed us to discuss topics that we do not normally discuss with our teachers						
The topics discussed addressed issues that are relevant to me in my everyday life						
The activities proposed promoted my active engagement						
Enough time was devoted to each session						
The training methods helped me to express my ideas						

**Write three aspects of the Peer2Peer activities you took part in that you particularly enjoyed and explain why?**

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**What is the thing/s you enjoyed the least and why?**

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## Part 2: Peer2Peer Impact

Item to assess: 1=very low; 2=low; 3= average; 4 = high; 5 = very high

Areas of improvement		1	2	3	4	5
<b>Knowledge of the topic</b>	I understand what gender-based violence (GBV) is					
	I understand the different forms of GBV					
	I understand the causes and consequences of GBV					
<b>Knowledge of specific tools for addressing the problem</b>	I know services and people I can talk to in case of GBV					
	I know which behaviours are healthy and which aren't					
	I know what I/we can do to make the school a safer place					
	I know what I/we can do to make the community a safer place					
<b>Relations with other participants</b>	I learn how to work with others to achieve common objectives					
	My relations with the other students improved					
	My ability to communicate with other people improved					
<b>Active participation</b>	I can use my creativity to contribute					
	I can develop strong and impactful messages					
	I can find innovative ways to promote awareness					
<b>Learning from peers</b>	I like learning from people of my age					
	I am more stimulated by interaction with resource-persons from my own age group					
<b>Other</b>						

### Part 3: Final considerations

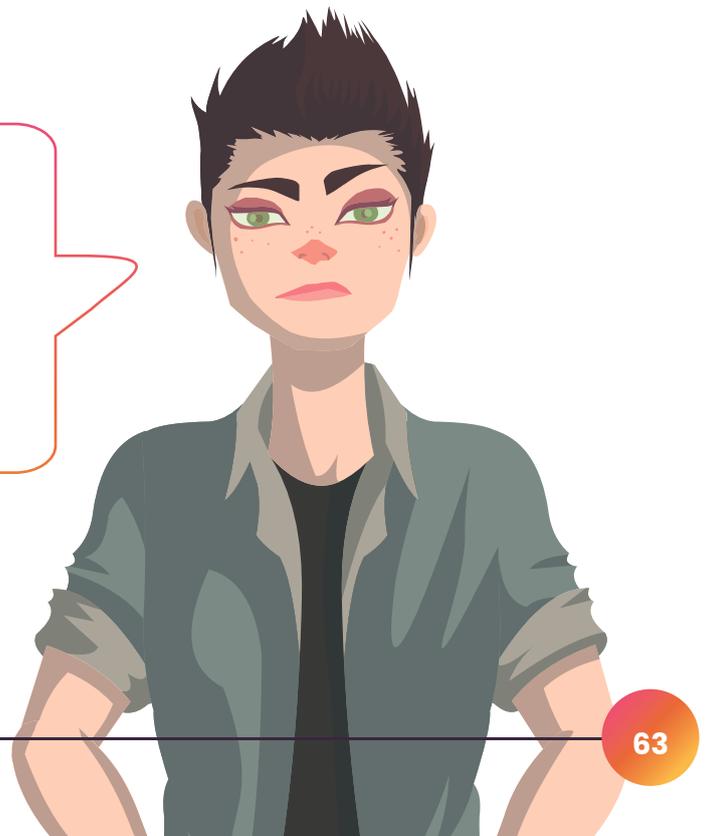
	No	Yes	Comments
Would you like to participate in other similar activities in the future?			
Would you recommend such activities to a friend?			
Would you be willing to act as a Peer Educator?			
Do you think that these activities should be included in the school curriculum?			

Please add anything else you want to say...



#### Online alternative

You can easily conduct the evaluation activities online using one of the many tools available for making surveys such as Survey Monkey, Typeform, Google Forms etc. Some of these tools (except Google forms) offer you the possibility to choose between a free or a paid version. For the evaluation activities the free version should be sufficient.



## RECOMMENDED READING

### On School-Related Gender Based Violence

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Global guidance on addressing school-related gender-based violence by UNESCO

<https://unesdoc.unesco.org/ark:/48223/pf0000246651>

Stopping violence in schools: a guide for teachers by UNESCO

<https://unesdoc.unesco.org/ark:/48223/pf0000184162>

### On campaigning, advocacy and raising awareness

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Global Change Lab: a training hub for young activists

<http://www.globalchangelab.org/en/>

Networked toolbox, ActionAid

<http://www.reflectionaction.org/>

Beautiful trouble, a toolkit for revolution:

<https://beautifultrouble.org/>



## On peer to peer learning and activities

Youth peer education toolkit. Standards for peer education programmes

[https://hivhealthclearinghouse.unesco.org/sites/default/files/resources/bie\\_yp\\_standards\\_peer\\_education\\_programmes\\_en.pdf](https://hivhealthclearinghouse.unesco.org/sites/default/files/resources/bie_yp_standards_peer_education_programmes_en.pdf)

Arts for Advocacy Student Guide by Live & Learn Environmental Education

<https://livelearn.org/what/resources/arts-advocacy-student-guide>

Be The Change: a toolkit for taking action against poverty and injustice by Comhlámh

<https://developmenteducation.ie/resource/be-the-change-a-toolkit-for-taking-action-against-poverty-and-injustice/>



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## Partnership

The project involves 4 countries and 5 organizations:

- ActionAid Italia**, Italy
- ActionAid Hellas**, Grece
- AFOL Metropolitana**, Italy
- CPE Ț Centrul Partneriat pentru Egalitate**, Romania
- UCLL Ț UC Limburg**, Belgium



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